



# The Volette



PUBLISHED BY THE STUDENTS OF THE UNIVERSITY OF TENNESSEE JUNIOR COLLEGE

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NUMBER TWO

## Treasure Hunt

"Where do we go from here?"  
 "Give me a mate!"  
 "Hurry, let's hunt them!"  
 "Where is that sign?"  
 "Aw, Sherr. Its out on the campus!"

These are a few of the things that were heard from about twenty-five or thirty treasure hunters Friday night, April 17th.

The hunt was given by the Home Ec. Club, to all the students and faculty who would come and bring a dime. It was routed from the Home Ec. building to Science building, Book Store, dining hall, bleachers, Bell telephone building, Martin Cafe, and last, but not least, to a "Beauregard Way of Conveyance," which was none other than Jimmie's chariot, located behind the Boys' Dormitory, where the long-lost treasure was found by the owner of the chariot. This was a miniature treasure chest containing fifty "pieces of eight and doubloons," which, on closer inspection, proved to be pennies.

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U.T.J.C.

## Shelby County Boy Wins Future Farmer Oratorical Contest

Two hundred farmer boys, members of the Future Farmers of America, and winners of the contests in their respective counties, together with 35 teachers of vocational agriculture representing 35 high schools and 19 counties in West Tennessee, met at the Junior College last Saturday for the annual contests. The first number on the day's program was the oratorical contest held in the chapel. Then this was followed by dairy cattle judging and general livestock judging.

The oratorical contest was won by J. Frank Wilson, of Bartlett High School. As representative of West Tennessee, Frank will go to Nashville on April 24, where he will compete with East and Middle Tennessee winners for State honors at the convention of the Future Farmers here. The winner in the state contest goes to Atlanta to compete in the Southern States contest, in which a representative will be chosen to go to Kansas City. Here representatives of the four regions will compete for the national championship.

Such a large number participated in the cattle judging contests that reports from the judging cards will not be available until the convention meets next week in Knoxville.

The judges in the public speaking contest were: W. F. Powell, head of the English department, Dean C. F. Craxton, and Mrs. C. E. Gaffin. Mr. L. O. Colebank was the official judge for all the judging contests.



WILLIAM E. COLE, Ph. D.

## Faculty Biography

William E. Cole

"I am very pleased with my relations at the Junior College. Like the town, Martin, especially the friendliness of the people. The students I am interested in, too. You know, I have profound faith in college students. I think that most of them will meet their instructors half way when trusted to do an honest thing. The exceptions are the trouble makers and should be left on good and hard."

"I was born in the extreme northeast corner of the state of Tennessee, July 28, 1901, at Crandall, Johnson County. Attended several rural schools, then Johnson County High School, I went to Maryville one year; University of Tennessee three years; Cornell University three years, got my B. S. A. at U. of T., 1926, M. S. Cornell University, 1928, Ph. D., Cornell University, 1930.

"Before making my career work, I was principal of a rural elementary school for two years, instructor in Bacteriology, University of Tennessee, 1926-27; Graduate Research Assistant in Rural Education, Cornell University, 1928-29; taught Rural Sociology and Educational Sociology, George Peabody College for Teachers, Summer, 1930; assistant professor of Bacteriology (present position). Before coming to the Junior College, this year, I taught at U. T., but devoted the bulk of my time to preparing syllabi in Biology and General Science for the State Department of Education. The next three years completed eighty projects and some 278 pages will soon be published by the State Department.

"In undergraduate work, I majored in Agricultural Education, minor, bacteriology, entomology. Graduate work was in rural administration and in secondary education, rural sociology, with a sprinkling of work in all phases of education and

(Continued on page Three)

## Spring Term For Teachers Begins

### Many New Students Enrolled

First Monday marked the beginning of the special spring term of the college. This term is started at this time every year and is of especial benefit to teachers who wish to do enough work to renew their certificates or who are working for a degree. The majority of rural schools and many city schools are closed and the teachers are able to get in a pretty amount of work before the hot summer sets in.

Among those registered are the following:

Adams, Mrs. Vera Pearl, Martin.  
 Gamm, Aram Ray, Martin.  
 Gaybrook, Zula Ray, Milan.  
 Clark, Bonnie E., Union City.  
 Elder, Mary Belle, Martin.  
 Finch, Maggie Lois, Gleason.  
 Fisher, Thomas Wayne, Sharon.  
 Grawkes, Mary Sue, Troy.  
 Frazier, Mrs. Lila Lee, Yorkville.  
 Hazlewood, Mrs. Jennie Lee, Sharon.

McGee, John, Waverly.  
 Hooper, Mary Ruth, Troy.  
 Horton, Mary Ellen, Milan.  
 Howard, Hattie Mae, Union City.  
 Lebell, Sue, Union City.  
 Jackson, Mildred M., Troy.  
 Jones, Odie Louise, Milan.  
 Kirk, Lucille, Troy.  
 Miles, Mrs. Gladys, Martin.  
 Moore, Novella, Gleason.  
 Outlaw, Olleen, Stewart.  
 Perry, Aurella, Greenfield.  
 Perry, Mrs. Grace, Martin.  
 Reynolds, Mildred Laura, Milan.  
 Seymore, Mrs. Ethel L., Sharon.  
 Short, Madge, Hornbeak.  
 Smith, Conrad Lauram, Dresden.  
 Thacker, Pauline, Dukedom.  
 Turner, Mrs. Farryce Laceywell, Martin.

Wilhoite, Floy, Big Sandy.  
 Woods, Mrs. Lee Gatham, Martin.  
 Young, Mrs. Lorene F., Gleason.  
 Younger, Evie Sue, Bradford.

U.T.J.C.

## Honor Roll, Winter Quarter

Marionna Cunn Lauder.  
 Rast, Martha Livingston.  
 McGee, Cunn Lauder.  
 Birdworth, Mrs. Frances.  
 Pritchard, Mildred Margaret.  
 Farnette, Jasper Pettie.  
 Campbell, Alpheus Norman.  
 Pitts, Paul Morris, Jr.  
 Gibbs, Maribelle.  
 Holley, Martha Lou.  
 Kemp, Aubrey Wilson.  
 Madden, Effie Meek.  
 Nesbitt, John Morgan.  
 Ramer, Mayme Elsie.  
 Cunn Lauder.  
 Carmack, Frances.  
 Clark, Mildred Elizabeth.

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## Junior Vols Bow To Bethel

The Junior Vols met the Bethel Corporals here Tuesday afternoon in their first Conference game of the season. The game was full of action from start to finish, runs occurring in every inning except the second. The locals gained a three-run lead in the first inning, but were unable to hold it against the Bethel sluggers. The final score was 23 to 5, in Bethel's favor.

The game was featured by the hitting of both teams. Home runs, triples, and doubles were the order of the day. Four fast double plays were executed, two by the Corporals, and two by the Junior Vols.

Outstanding players for Bethel were: Howell, Simmons and Keithly. For the Junior College, the stars were: Abbott, Meriwether, and Pybas, who, for the afternoon, was assuming the new role of catcher.

Batteries were as follows: Bethel—Keithly and Pemberton; Junior College—Basham, Nevil, Riley, and Pybas.

U.T.J.C.

## Chapel Programs

On Tuesday, March 31, 1931, in chapel we were glad to have Rev. Duckworth of the Methodist church, with us. He introduced Dr. Luther B. Bridges, of Greensboro, Ala., who is holding a revival at the Methodist church. Dr. Bridges gave a very interesting talk on character building. He said first to give attention to character and your vocation in life. Find out what you want to do in life and strive to do it to the best of your ability. We all enjoyed Dr. Bridges' talk, and we wrote him back to visit us again.

The chapel program on April 7, 1931, was quite different from the usual program we have. Mr. Kulp's English classes had had a spelling match the previous day and decided to have the finals in chapel. The spellers were: Misses Martha Rast, Nettie Johnston, Gertrude Estes, Evelyn Brock, Lucile Owens, Fay Semwell, and Messrs. Harry Perry,

(Continued on page Four)

U.T.J.C.

## Home Ec. Club Serves Lunch

On April 17th, The Home Ec. Club girls served lunch to the Future Farmers of Tennessee. There were about one hundred and fifty boys present. Lunch was served at the Physical Education building. The menu consisted of:

Pork Sandwich      Potato Salad  
 Pimento Sandwich      Egg Sandwich  
 Raisins      Apples  
 Chocolate Ice Cream      Lemonade

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## An Individual Objective of Education

By WILLIAM E. COLE

There was no doubt a pristine period in American life when only the three Rs were taught and where educational objectives were not difficult to define. That day is past. During this primordial period in American education the job of the teacher was to teach his pupils to master the three Rs and the duty of the pupils was to master them. As the curriculum expanded to meet the demands of mass education and with that expansion a growing emphasis on individual work and extra-class activities, the situation became more complex and educational objectives more vague. Education came to be "the modification of human behavior in a desirable direction in a controlled environment—the school," or "the direction and redirection of human experience," or "the complete development of all the powers." Anyway, the idea of "completeness" became paramount in our educational philosophy and teachers and pupils became lost in a program of undirected education.

To consider a concise individual objective of education we must postulate **education** and **learning**. Most writers on education treat them as synonymous terms. For sake of clarity and convenience we should either differentiate between the two or else discard one or the other. Now, "learning is the process by which man acquires tendencies to behavior with which he was not born. It is also the tendencies to behavior which he acquires by that process." Education is, however, "that part of the process of learning which is **directed** to the ends of acquiring knowledge, skills, attitudes, and ideals, and the product in learning of such directed process."

Speaking of the process, rather than the product, we may have learning without education but never education without learning. Such a differentiation postulates a will, a guid-

ing hand, behind the educative process. This may be the teacher, the pupil, the home, or the cooperative effort of all three. Few would question the statement that the ultimate aim in all education is to make of the educand and educator—to make of the pupil his own teacher so that he may continue the conscious direction of his own education after his school days are over. Too much education ends with the throwing of the algebra book behind the hedge on the way home from the last day of school. Of course, all education is self-education in the sense that one individual cannot learn for another, but not usually to the extent that an individual takes his own education in hand and constantly directs it.

From an individual standpoint, education as a process going on, should strive to develop an individual who, insofar as his innate capacities on the one side, and conditions of environment by him unalterable on the other, permit, shall at any stage of his life career unite well-being with well-doing. This obviously makes the goal of education the cultivation of intelligent behavior, even if much of it must be attempted in barren soil.

Now, an individual who united well-being with well-doing is:

1. Who as an **organism** or living human being is:

- In respect to the **constant** essentials of organismal welfare by habit **adapted**. That is, adapted to habits of personal hygiene, personal habits of conduct and the like. Why should not an individual adapt himself to do with a minimum of thought the constant array of little things he does every day of the year?
- In respect of the **variable** essentials of organismal welfare deliberately **adaptive**. That is, an individual who deliberately changes to meet changing conditions which effect his organismal welfare.
- In respect to the **improvable** features of environment essential to organismal welfare alert to discovery, versatile in control, and moved by creative ideals.

2. One who as **social** or participant or companion in society is:

- In respect to the **essential** and **constant** conditions of social relationship by habit adapted. In so far as adjustment to certain laws, regulations, habits, and adaptations of the individual are beneficial to the largest number of the group, the educated man is adapted to them or tolerant of them.
  - In respect to the **variable** essentials of social relationship deliberately **adaptive**.
  - In respect to the **improvable** features of social relationship and participation in society alert to discovery, versatile in control, and moved by creative ideals.
3. One who as a human **spirit** or person with a state of mind and fund of attitudes and appreciations
- Finds in his organic adaptations significance both intrinsic or inherent and derivative of ideals.
  - Finds in his social participations and dealings with social

## Faculty Biography

(Continued from page One)

some work in psychology, philosophy, and physiology.

"Some undergraduate extra-class activities were: three years intercollegiate debater; president of agricultural club; president of two literary societies; member of student council; president of education honorary fraternity; associate editor of Tennessee Farmer.

"My fraternity associations are: social fraternity, Alpha Tau Omega; Phi Delta Kappa, national honorary educational fraternity; Tau Kappa Phi Epsilon, national literary fraternity; Alpha Kappa Delta, national sociological fraternity. I was president of Theta chapter, Phi Delta Kappa at Cornell University and also president of Cornell chapter of Alpha Kappa Delta.

"Some publications have been: Master's thesis on "The Development of Supervision of Instruction"; Doctor's dissertation, "The Status of Rural Supervisors in the United States." Bulletin, "The Status of Rural Supervisors in the United States"; 57 pp. Co-author "Survey of Tompkins County (N.Y.) Schools." In American Journal of Bacteriology—"The Natural Purification of Streams"; "A Fixation for Bacteria in Mills"; in Social Forces (soon to be published) "An Area That Might Be Community."

"My primary interests are rural education, Educational Sociology, the biological sciences, philosophy and fishing. I hate corrupt politics, gossip, laziness, sarcasm, and people whose minds are close to new ideas.

"My views on education? Oh, yes. I think the ultimate aim of education should be the development of an individual who will unite well-doing with well-being. Such an individual is one who shows intelligent behavior. Any walk along the country road or street or college campus is sufficient to show one that few individuals manifest intelligent behavior in their activities. An individual who shows intelligent behavior is one who understands the meaning of things—a meaning-full life."

problems significance both intrinsic and derivative of ideals.

- Finds in his creative endeavors toward the accomplishment of ideals the sense of highest worth intrinsic or inherent. In this an individual endeavors to become significant and meaningful to him.

The lack of space prohibits a statement of how this aim in education is to be accomplished. Briefly, we face the question: "How are we going to train an individual so that he will make intelligent adaptations, be alert to discovery, versatile in control, and be moved by creative ideals?" In other words, how is intelligent behavior to be cultivated? This question, perhaps, finds its best answer in an analysis of the nature of such behavior. An intelligent reaction is one guided by a meaning, and such control of conduct by meaning is the distinguishing mark of intelli-

gent, as opposed to mechanical, behavior. The adaptability that is becoming increasingly important in an accelerating world is therefore to be cultivated by helping the individual make the meanings he already has and to win for himself new ones. To live intelligently is to live a life full of meaning. Yet, how empty and meaningless the lives of many of us are.

—U.T.J.C.—

## From Our Exchanges

We note with interest:

That the foundation for the new stadium at Union is started.—Cardinal and Cream, April 10, 1931.

That the two publication enjoyed an annual picnic at the State College, Arkansas.—The State College Herald, April 10, 1931.

That large crowds attended the sophomore class play at Jonesboro College.—Jonesboro Collegian, April 3, 1931.

That the tables were turned; faculty tested at Millsaps.—The Purple and White, March, 1931.

That Spring football got under way in March at Lambuth.—Lambuth Vision, March, 1931.

That debating is a major activity of Carson-Newman College.—The Orange and Blue, April 4, 1931.

That the Exchange Editor of the Volette puts the student publications sent him on the newspaper table in the U. T. J. C. Library.

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## Library Notes

I'll Take My Stand. By Twelve Southerners. 359 pp. New York; Harper and Brothers. \$3.

By WILLIAM E. COLE

In "I'll Take My Stand," twelve sons of the rural South renew their faith in the South; its agrarian traditions, and contributions, as opposed to the contemporary American industrialism that is making rapid inroads upon a rural, agrarian, Southern civilization. It is against the tendency of the South to overthrow its contributions and inheritances in its attempt to get on the band wagon of industrialism that "I'll Take My Stand" is written.

Some of the by-products of industrialism are over-production; inequality in the distribution of wealth; a personal-impersonal urban civilization; a general tendency to underestimate the contributions of the dwellers of the South; a loss of personal independence, individual philosophy, and a fragmentation of the individual's time, energy, and personality. To remedy these evils modern industrialism urges bigger and better machines. To prevent their maturation in the South, "I'll Take My Stand" urges a retention of certain characteristics,

to wit: a philosophical easiness; the manners of the South; its sincerity; Southern family sense; an unboasting pride, and, above all, a faith in the South.

Time's arrow points forward and not backward. The South, or no nation or section for that matter, can retrace its steps along a cultural cycle. It must accept the society of its contemporaries. It must build on the foundations which it has. Out of the individualism of the South that was, and is, a new individualism must be born, and fostered. The freedom of the old South was individual. The freedom of industrialism is of the crowd. Life for an individual, or for a nation, need not be the march of a regiment on parade. There is more than one trumpet to fix the step. The South should listen to the sound of its own drum toward Utopia.

—U.T.J.C.—

## Chapel Programs

(Continued from page One)

Bob Clark, Martin, Basham, Thompson, Burnette, and Watson. The spelling match was very interesting and after several minutes of spelling there were only four standing. These four, Lucile Owens, Gertrude Estes, Watson and Basham, showed their ability by spelling for a longer length of time. Finally there were only Gertrude Estes and Basham standing. Basham stood the longer, and was acclaimed the champion speller of Mr. Kulp's English classes.

After the spelling match was over Miss Carl gave an account of her trip to the Teachers' Meeting in Nashville. At this meeting, Miss Florence Elliott, president of our Home Economics Club, was elected president of the State Home Economics Club.

On Tuesday, April 14, 1931, Mr. Herbert Brasfield, a radio artist of Memphis, delighted the student body with a few musical selections:

"Please Don't Talk About Me When I'm Gone," "Old Rocking Chair," and others. We all enjoyed the program very much.

—U.T.J.C.—

## LIBRARY MISUSES LEAR'S "BOOK OF NONSENSE"

There was an Old Person of Hove, who frequented the depths of a grove;

Where he studied his Books, with the Wrens and the Rooks, That tranquil Old Person of Hove.

Boys at U. T. J. C. do better. They frequent the Library and study with the "hens."

There was an Old Person of Cromer, who stood on one leg and read Homer;

When he found he grew stiff, he jumped over the cliff, Which concluded that Person of Cromer.

Sad conclusion! A comfortable chair in the South Study would have saved him.

There was an Old Man of the Hague, whose ideas were exceedingly vague;

He built a balloon to examine the moon, That deluded Old Man of the Hague.

Such exceeding vagueness is matched, we're told, by students who want reserved books.

There was an Old Man of Vesuvius, who studied the works of Vitruvius;

When the flames burnt his book, to drinking he took, That morbid Old Man of Vesuvius.

Such conduct! And he probably did not have to pay for a new copy either.

There was an Old Man of Moldavia, who had the most curious behavior;

For while he was able he slept on a table, That funny Old Man of Moldavia.

Curious indeed! But it has been done in the Library.

There was an Old Person of Buda, whose conduct grew ruder and ruder,

Till at last with a hammer they silenced his clamor, By smashing that Person of Buda.

Library take note.

—U.T.J.C.—

## Honor Roll, Winter Quarter

(Continued from page One)

Clark, Bob  
Fowler, Marlene Frances  
Grills, Jessie Maude  
Little, Mary Hazei  
Martin, James Andrew  
Nix, Hazel Olivia  
Waggener, Louisa

—U.T.J.C.—

## Treasure Hunt

(Continued from page One)

Due to the mixed ideas from every wild hunter, groups were seen chasing everything but "bugs." After about an hour and half of running here and there over the campus and town, they assembled on the porch of the Home Ec. building, where chocolate ice cream bars were served.

## Baseball Chatter

The baseball team is being coached by Van Morgan this spring, Coach Grantham having repaired to Knoxville for study.

Practice games are played practically every afternoon. The varsity defeated the faculty, 2 to 1, on one afternoon, and 8 to 6 another. They beat the Greenfield High School team 4 to 1 in one of the best played games of the season, and nosed out the Rives Independents, 9 to 7. They have player he Martin town and high school teams, also.

Old Man Injury seems spiteful this spring, having first disabled Catcher McBride with a cracked breast bone, and then Outfielder Huffstutter with a badly sprained leg.

Some new material, which appears very promising, has come forth for the final six weeks of the quarter. The most promising recruits are Arnim Brann, who can fill very capably the position behind the bat, and "Brains" Cultra, who, it is rumored, can pitch a ball by a batter so fast he can't see it without looking twice (apologies to Alphin).

Bill Pybas is very versatile, it seems, having played at first, second, and third the last few days, in addition to catching against Bethel.

Among the most urgent needs of the team are adequate supplies of chewing tobacco, and enough take to hold the pants of some of the players together.

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